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BOSTON, MASS.
Vol. CIV, No. 20

November 29, 1926

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Creation of Education

EDUCATION is a creation, not tradition, not inheritance, not scholarship.

Creation is the production of something worthwhile that would not otherwise have been produced in that way, in that place, at that time. Education produces something that would not otherwise have been produced in that way, in that place, at that time. That makes education a creation. Were it a tradition it would have been just the same a long time ago, would have fitted into this place at this time, would have anchored the present place and time to the past. Were it an inheritance it would have been even more tyrannical than a tradition, for it is possible to modify a tradition but it is not possible to break away from an inheritance that tyrannizes the blood which makes all life. Were it scholarship it would live, move and have its being wholly in the crystallized wisdom of days long gone.

Scholarship is invaluable, is indispensable, but it is not education which is the ripened grain, the harvested and marketed grain. Scholarship selected the seed, the place, the way and the time to plant, but the growing, maturing, ripening is education. Scholarship prepared for the creation, but the creation is education.

William du Pont, Jr., of Delaware, in November, 1926, paid one hundred thousand dollars for Satrap, a two-year-old British racer. The purchaser, a skilful turfman, has confidence that he will receive much more than a hundred thousand dollars in track winnings and in breeding. He has faith in the inheritance of Satrap, but there are other racers with precisely the same inheritance that Satrap has, and neither du Pont nor any one else has paid any such price for any one of them. Satrap at two years of age demonstrated that he has created a speed power that no other with his inheritance has revealed. Mr. du Pont hopes to create greater speed and greater speed-producing breeding value. He proposes to prepare Satrap for greater speed creation. He will not tackle Satrap to a plow or truck, will never put a harness on him, will never put a saddle weighing five pounds on his back, will never let any one on his back that weighs one hundred twenty pounds, will never let him take a trotting gait. Satrap is to create

greater speed and greater speed-producing breeding.

The business of education is to create in children and youth some physical, mental, social, civic or economic power that would not be possessed but for this education. Education protects children and youth from the diversion of their talents and abilities, from waste of inheritance, as Mr. du Pont will protect Satrap. Education will not allow genius-talent to be hitched to a plow or a truck, will not harness it to the wrong job, will not let it have too heavy a burden. Education in the full sense is the biggest creation in human nature. Teaching is the biggest business, the greatest science, the noblest art in the world.

The worth of a father is determined by the worth of his children. . . . Man-of-War would have no place in the stock world but for the worth of his colts.

Parent-Teacher Code

WE ARE using in this issue a code for Parent-Teachers Associations by H. C. Pryor of the State Teachers College, Pittsburg, Kansas. Unless the school people can work with the parents in every way every time something is radically wrong.

The Parent-Teachers Association must have all teachers and school officials and practically the enrollment of all parents. The teachers and school officials must not be a dominant factor in the organization. They must never allow an alignment of the teachers as against the parents. The teachers are the servants of the parents as a whole. The pupils and students come from the families of the parents. The teachers should educate the parents for the better education of their children, and first of all the teachers and school officials should lead the parents to desire to know how to be more efficient in the bringing up of their children.

If the teachers cannot and will not win the parents to desire to be better parents because of the schools there is something wrong.

Schools divorced from the homes have slight right to ask for tax support.

Professor Pryor's "Code" is by far the best approach to developing the usefulness of a Parent-Teachers Association that we have seen.

Education is preparation for tomorrow rather than yesterday.

California's Educational Triumph

IT IS inconceivable that any person or group of persons should not learn that it is fatal to link any cause, good or bad, to anti-public school propaganda, for no man is popular enough or powerful enough personally, politically or financially to withstand an outraged public school sentiment.

Just why any one should court defeat so needlessly is unthinkable, but it seems to be difficult for the foolhardy to appreciate the irresistible force of public school sentiment in every state in the Union.

California is the seventh state in recent times in which the lesson had to be learned over again. With apparently clean sailing on a permanent sea of political and commercial power, with no danger signals even in sight, the public school sentiment was challenged so defiantly that "The Public School Defenders of California" sprang into action by the hundreds of thousands and the security and popularity, political, personal and financial, of those who challenged public school sentiment crumbled before "The Public School Defenders of California" as frame buildings crumble in the path of a hurricane.

University education for the mastery of the science of business is provided by Harvard, Pennsylvania, Illinois, Iowa, Indiana, Northwestern and Pittsburgh.

Tax Dodged Billions

SECRETARY R. C. MOORE of the Illinois State Teachers Association is the most heroic educational tax scout in the country. He says there are $36,000,000,000—thirty-six billion dollars—under-assessed or that escape otherwise.

"Every township has its own assessor, and every assessor has his own standards of values. Also, every property owner has his own standard of value and elasticity of conscience when the assessor comes around. Since everybody knows not all property is assessed, there is a constant race by different classes of property to get under cover. The per cent. of assessment efficiency is getting less and less; that is, the assessed value is becoming a smaller and smaller part of the true or legal nature. Bank deposits are now down to less than two per cent. of their value, although they are legally as assessable as farm land. Real estate is only 40 per cent. or less of the property value in Illinois but pays about 80 per cent. of the taxes.

"The constitutional and chief source of public revenues in Illinois is the uniform general property tax, under which all property, except a few limited exemptions, must be uniformly assessed at its fair cash value and have the same tax rates extended against it in each taxing unit."

In spite of this the voters refused to remedy this on November 2 when they had a chance.

Fascinating Detroit

By A. E. WINSHIP

NO DESIGNATION fits Detroit as well as "fascinating," and it fits no other as it does Detroit. It is fascinating to see it grow in population and in acreage. It stretched out in one direction and entirely surrounded Highland Park, which has 50,000 population within Detroit, then it stretched in another direction and encircled Hamtramck, which has another 50,000 population. This is an experience no other American city has had. Oakland, California, has a small city within itself, but Detroit has two large cities. Detroit itself has more than three times the acreage that Boston has, about one hundred more square miles than Boston. Just to have seen Detroit's acreage activities for more than forty years, as we have seen it, is fascinating. The interesting part of it is that Detroit has never stretched itself more than it needed to stretch. Nothing in human history aside from statesmanship and war has been as fascinating as the story of Henry Ford, who couldn't afford a turkey for Thanksgiving in 1906. As always education is our major and next to automobiles of various shapes and sizes education in Detroit is the most fascinating and Frank Cody is the most fascinating feature of education in that city. Thirty years ago he was principal of a wee bit of a school in a little community in the suburbs. Good luck saw Detroit take his school into the fold, and it developed into a small high school. All Frank Cody had to do was to sit tight and grow with the growth of Detroit out that way, then he was taken into the "department." He was just a "regular fellow" with a genuine genius for saying and doing the right thing in the right way at the right time. He has said more brilliant things that no other superintendent would ever think of saying, and he says it when no one else would say anything. In due time when Dr. Chadsey resigned as superintendent Frank Cody was promoted from assistant superintendent, and the tradition is that he made no application for the promotion. His success as superintendent of Detroit is as fascinating as a novel. He is one of the few men who is never interested in any other position in the country. He has built schoolhouses by the score and has always been ahead of the procession. Detroit was a pioneer in Junior high schools and a leader in making the platoon system a success in a big city. In everything professional as well as in material affairs Frank Cody has had Detroit in the front rank. The only thing that really cannot be challenged is when one is doing something that no one else is doing, and upon this we rest our case that Frank Cody is a fascinating leader.

Detroit is to have a wonderful municipal university, already has a wonderful municipal university in action with four thousand students. The city voted ten million dollars for the equipment of a municipal university plant and purchased forty-five acres for about a half-million dollars. This is wholly unlike any other city college. It is a part of the public school system of the city, with Frank Cody as superintendent of schools, including a College of Liberal Arts with two thousand students, a medical college and several other colleges with a total enrollment of four thousand. Detroit is to have a full-fledged, thoroughly equipped, highly standardized, genuinely modern municipal university. This vision and its realization no one else can claim.

One of the greatest demonstrations of Frank Cody's fascinating leadership is the service he has been rendering as a member of the State Board of Education, where his personality has come in play greatly to the advantage of the state. His poise is always as reliable as the magnetic meridian. His vision is broad as well as extended. He has the confidence of the state, of all the institutions with which the State Board has to do, and his genius for saying the unusual thing that acts like magic in an emergency has frequently served a good purpose.

Biggest Business of All

Every good teacher is a mother in spirit and every good mother is a teacher in fact, and you are in the biggest business of all when you are engaged as parent or teacher. Face your task as leader intelligently and you will find in it constantly increasing joy, while the citizens of tomorrow will through your efforts become an asset to the world and never a liability.

—Mrs. Clifford Walker, Atlanta, Ga.

Belding's Page

PITHECANTHROPUS EXISTENS

DROP everything. Lock the doors. Gaze intently.

Somebody in Java or Montana or Timbuctoo has found a piece of a skull down deep in the rocks where it must have lain hidden for a thousand thousand years at least. The bone, we are told, belonged to a direct ancestor or a distant cousin of the human race. At once the researchers begin measuring and estimating. They seek to know how many cubic inches of brain capacity were possessed by our far-away forebears, fore-monkeys, or whatever they were.

All this is interesting. No doubt it is important. It helps in the picturing of a past which neglected to appoint historians.

But of course there are other matters of more immediate and timely importance than knowing all about those crude, half-witted creatures from whom we are supposed to have descended. One such matter is—a study of the reasons for the survival of so many crude, half-witted creatures today!

We have our ever-present problem of Pithecanthropus Erectus and the Neanderthal man. How are we going to solve it?

By and large, civilization can point to many signs of progress, but the rear of the procession has lagged far, far behind.

How to deal with those sub-human humans who have had little opportunity, and with those other sub-human humans who have not availed themselves of the opportunity they have had—ah, here is a more pressing and vital matter than the anthropologists and paleontologists with their picks and shovels are engaged with. It is a task for educators primarily; but it is one which must receive vigilant attention of the organized community in general if the gains made by civilization are to be held and further gains recorded.

COMMON FALLACY

THE commonest fallacy with regard to education is the notion that information and education are identical.

Information is an essential part of education. But it is not the whole of education. While all true educators know this, multitudes of other people do not.

A person may be a walking encyclopedia of knowledge without being really educated. His knowledge may be undigested; not correlated; he cannot tell you why or wherefore; causes and effects are inextricably jumbled in his mind; his facts, instead of being tools to work with, are like a badly arranged collection of curios.

Information may dull the wits. Education always sharpens them.

Information implies no insight or understanding. Education calls forth both.

SCHOOL BUDGETS

There is probably little disposition upon the part of the public to cut down on legitimate expenditures for school purposes. Investigation is going to prove that most of the expenditures are of that character. But there are bound to be inquiries, from now on; because the taxpayers feel the pinch of higher taxes and they will naturally look sharply at that very sizable portion of the spending which goes into public instruction.

If school authorities do not wish to be put on the defensive, to the injury of their cause in some communities, they should take the initiative in the study of educational budgets. To deny that there has been waste at certain points would be to claim a degree of perfection beyond the human. For schoolmen themselves to enter upon comparative studies to discover how proper savings may be effected or why none are possible, will be wise policy. The action initiated by the Department of Superintendence, looking toward this end, was good statesmanship.

Study school budgets from the inside, and there will be less demand for studying them from the outside.

The costs of public instruction have increased prodigiously in the past ten years. Many school committees have been given every dollar they asked for. To be perfectly discreet in spending under such circumstances is difficult.

School administrators should search out the facts, instead of waiting for others to do it for them. And the facts, when discovered, should be courageously faced.

INFORMAL EDUCATORS

THERE are people in this world—you meet them at unexpected times and places—who have never darkened the doors of a college or even of high schools, and yet their breadth of knowledge and their leadership in matters of literature, art, science and general culture make them shining lights. Their influence in a community is beneficent. They touch and inspire many who would not be reached by formal instruction.

Auson W. Belding

Associate Editor.

What Facts Shall We Teach?

By W. S. DAKIN
Hartford, Connecticut

IN ORDER to give statisticians food for thought shall we continue to limit our aims and achievements in the social studies? Are objective standards for measurement in geography and history so necessary that we must make them important factors in the determination of content and method in these subjects?

Many educators seem to see an analogy between the place of the basic number facts in arithmetic and the place of certain factual statements in the field of the social studies. Just as the arithmetic facts are used in the solution of processes and problems, so, the point is made, to a large extent selected facts from history and geography are essential elements in the solution of social problems. Or, to state the situation simply and graphically, even if absurdly, just as two and two are to four, so are the dates of the battles of Bunker Hill and Saratoga to the independence of our country.

> **"Let there be more effort to help children find their own interest centres and less emphasis on trying to sell them ours. This need not mean lessened responsibility for the teacher. It does not imply merely letting children do as they please. It does mean that teachers must, in the social studies, offer a wider range of material, be better prepared on subject matter, closely study their pupils and begin even in school to organize interest groups among them."**

The problem of selecting these "essential" social facts has always appealed to mathematical-minded persons. Armed with the technique successful in tabulating spelling lists, and reinforced by a philosophy which says "Teach only what is used and useful," these statistical scientists have invaded the social study halls and selected groups of cities, rivers, mountains, dates, events and names of men.

To learn the time and place location of these outstanding bits of history and geography is expected to provide an essential background for progress in the social studies. In other words, these "essentials" represent what every person should know. But why should he know them? Instead of taking time to refute claims for the utility of memorized facts in solving social questions, one may well examine the premise underlying a demand for minimum essentials. Apparently it is based on the desirability of having a common denominator of factual knowledge, and of establishing habits of mass thinking.

If our government were conducted on the town meeting plan and our horizon were to be limited by the point of view of our own village neighbors, such a thesis might be defensible, but to propose it under present conditions is to misinterpret the tendency of the times.

Now, with the growing mass of material, the newly developed outlets for mental activity and the resulting varied lines of interest, diversity of knowledge must be the rule. To be unfamiliar with a particular set of facts no longer marks the individual as ignorant. His attainments are not measured by his share in some common stock of information but by the possession of the knowledge that pertains to abiding interests of his own.

Naturally in a country as large as ours, there will be much overlapping of interests, and out of this situation will develop those interest groups which are the striking phenomena of our intellectual life today.

The development of such groups is well illustrated by the great and growing variety of special interest publications. There are magazines devoted solely to the movies, to photography, to psychology, to the grocery trade, to the automobile, to the radio, etc. Fewer and fewer are the publications that have universal appeal. Even the daily papers that depend on a large circulation are forced to increase the number and variety of their special departments to maintain a decent sales record.

More and more mass thinking is giving way to group thinking. About each fact, name, place, and activity there rallies a following of those interested. In a recent college test surprise was expressed that only a small percentage of the students knew about or could locate Singapore. What of it? Is Singapore a minimum essential? What if it has been overlooked by a few million people. The wonderful growth of that city is sufficient evidence that enough know and think about the place for its own prosperity. Why lament ignorance in others of what we ourselves happen to enjoy knowing about?

If we abandon the ideal of a common denominator of information we are at once free to make many reforms and advances. We can, to begin with, shift emphasis from learning to experiencing, from memorizing to investigating. We can cease the search for things somebody ought to know and try to find what each wants to know.

The pupil's reaction to this type of teaching

cannot and should not be measured in terms of recall, but in the number and variety of absorbing interests which he possesses.

The estimate of successful teaching in the social studies, therefore, cannot be based on the extent of common knowledge possessed by a class but on the variety of interests aroused in the numerous phases of the subjects and the zeal with which these are pursued.

Let there be more effort to help children find their own interest centres and less emphasis on trying to sell them ours. This need not mean lessened responsibility for the teacher. It does not imply merely letting children do as they please. It does mean that teachers must, in the social studies, offer a wider range of material, be better prepared on subject matter, closely study their pupils and begin even in school to organize interest groups among them.

If objective evidence is desired, why not, instead of a "minimum essential" list, develop a "maximum possible" list? A survey of pupils, by such a list, would indicate by the range of topics checked the extent to which the social studies have broadened and enriched their experience; by the variety of topics chosen, the degree to which teachers have really appealed to individual interests.

The Manufacture of Morale

By CAPTAIN P. R. CREED

THAT complicated human mechanism which we call Civilization was flung into the melting-pot on August 4, 1914, and the product of the efforts of the old world to "knit the ravell'd sleeve of humanity" since November 11, 1918, is nothing to write home about so far. There is obviously not much to be said for a civilization in which such a war as the last could occur. And it is not surprising that the legacy of such an upheaval is anything but an example of moral comeliness.

The underlying fact of the cataclysm which shook the world from 1914 to 1918 is that man has been so wrapt up in his effort to conquer Nature that he has not had the time or the inclination to conquer himself. He can fly in the air. He can send his voice thousands of miles through space. He can travel thousands of miles beneath the waves. Under the touch of his inventive genius the world has shrunk so that all countries are, through many means of communication, neighbors, comparatively speaking, today. Driven by the relentless demands of an empty stomach, man has wrung from Dame Nature a sufficiency from her ample store of secrets to provide the world not only with the necessaries, but also with the amenities of life. The late Lord Leverhulme estimated that if people would pull together in a fairly reasonable degree, a working-day of four hours would suffice to provide all the material ingredients of comfort. If only man had mastered himself to the same extent that he has mastered Nature, what a jolly old world this would be! I think that the time has arrived when man may be asked to rest on his laurels in his game with Nature, and to turn to the more formidable task of winning a few points in his game against himself.

Man is abysmally ignorant of his own psychology. He is for all practical purposes a complete stranger to himself. That is why he gets so easily riled with the other fellow, why the other fellow gets so easily riled with him. Psychology is the name given to the science which he has neglected, the science designed to explain man to himself. Speaking for myself I was never taught one word of the science of psychology, and if I have picked up any accurate information about myself—which I rather doubt—the knowledge has only come from bitter experience which might have been avoided. It must be obvious to anyone with intelligence above the level of a moron that psychology should be the basis of all education in the fundamental and true sense of the term. The prevailing system of education is little better than an attempt to make a pyramid stand on its apex, an essay in sleight-of-hand from which even the great Houdini might have asked to be excused.

The science of psychology after some 200,000 years of man's sojourn on this planet is in its

> "Reforms and progress never owe their origin to the majority. The masses will eventually follow the lead of some man who has done the pioneer work.
>
> "All human problems today boil down to the simple issue of organization. It is just as feasible to generate morale by scientific organization as it is to organize mass production of material things."

infancy. Strange, but true. In his book, "The Meaning of Psychology," Professor C. K. Ogden says: —

> "Upon the most interesting of all questions, 'What is the mind?' psychologists are as yet by no means agreed. And it is unlikely that any amount of mere discussion and argumentation will lead to agreement. *More facts are needed* (the italics are mine) and time for realization of the bearing of these facts upon the general problem. The question has not yet become, as it must if it is to be solved, a purely scientific matter. Men's prejudices, preferences, and desires still intervene to make cool judgment difficult."

Let me ask in the current vernacular: "What do you know about that?" Man, after 200,000 years does not know the first thing about his own mind; what it is; how it works; what part it should play in his highly complex nature. And yet we speak with pride of civilization, of democracy, and of education. Small wonder that these manifestations of man's neglect to study himself are more distinguished by their defects than by their advantages. Small wonder that the morale of the world is at a low ebb.

All human problems today boil down to the simple issue of organization. It is just as feasible to generate morale by scientific organization as it is to organize mass production of material things. We live in a commercial age—a fact for which we are not responsible and which we are not called upon to deprecate or applaud—so I make no apology for using the terminology of business. That is why I have called my theme "The Manufacture of Morale." The audience which I have the honor of addressing is actively engaged in the manufacture of morale and you have every reason to be proud of your activities. A sound soul and a clean mind in a healthy body is the goal towards which you arduously strive. Have you all the facilities which you need? Have you all the financial resources you can use? If not, why not? Every competent person engaged in the manufacture of morale is entitled to a sufficiency of both facilities and money. But I have an idea that even in America, enjoying as she is, a prosperity unprecedented in the history of the world, this sufficiency may not always come quite easily. Alluding to the field of humanitarian effort, I hear it said that there is too much machinery on the ground already; that the multiplicity of appeals has tightened the purse strings of the wealthy; that there is overlapping, and that humanitarian effort has reached saturation point. The question is not how much machinery there is, but whether this machinery is delivering the goods in sufficient quantity and of the right quality. The answer to this question is that America's Crime Bill is estimated at ten billion dollars annually. America is said to be a business nation. That is undoubtedly true in the sense that her vast commerce and financial resources ramify all over the habitable globe, but if the term "business" is stretched to connote "business-like" then the question arises, whether it is business-like to spend ten billion dollars per annum on crime. Supposing America were to spend yearly one billion dollars more than she at present does on generating morale, might she not cut her crime bill in two—thus saving four billion dollars per annum? The fact is that morale is for practical purposes money: and the lack of it extremely costly.

A business-like nation would employ its finest brains on forcing down that ten-billion-dollar wastage to the irreducible minimum. And in order to secure these brains a business-like nation would offer the salaries necessary to attract them. The monetary rewards to be won in the manufacture of morale should be as tempting as those in the professional and commercial field. Why not? How else can the necessary ability be secured? We live in a commercial age and why should the men doing the most important and remunerative work for their country be paid a mere pittance compared to what they could earn in the commercial and professional field? Is this business? Is it common sense? Is it fair to the children who suffer from the neglect entailed by such mismanagement? Is there any industry in which the employees are so shamelessly sweated as are the educators? And now I can hear the "butters" begin to murmur: "Oh, yes, of course, but you know politics this, and selfishness that and lack of time the other." That is always the way with the majority when anything is suggested which might flutter the even tenor of their way. But reforms and progress never owe their origin to the majority. The masses will eventually follow the lead of some man who has done the pioneer work. There are 11,000 millionaires in America. Is there not amongst them one man who has the vision, the crusading spirit, and the common sense to do the obvious thing? To start buying the best brains for the manufacture of morale.

The claim of America to "the moral leadership of the world" is taken for granted by many Americans. The claim is somewhat vague and the grounds on which it rests are not generally stated. Leadership is, however, a very definite thing, the meaning of which all understand. In the field of humanitarian effort where has America given a lead? She has borrowed such movements as the Boy Scouts, Y. M. C. A., Red Cross, Salvation Army and others from the

old world. I do not say this in any spirit of carping criticism. These movements were developed in countries which had the need of them before America felt the need. America was absorbed in the colossal task of developing the national resources of a large continent. America is now the creditor nation of the world, a most uncomfortable and invidious position. If she seriously aspires to the moral leadership of the world she must devote the best that is in her to the manufacture of morale. She is not shackled by any of the inherited difficulties of the old world. She has the wealth and therefore the leisure and opportunity to lead the way in the long-neglected task of helping man to discover himself. And, as I have said, some man must be the pioneer. The right man is on the scene somewhere. Let him come forward. He is badly wanted, not only by America, but by the world.

Retirement of James E. Russell

By A. E. WINSHIP

THE retirement of James E. Russell as active Dean of Teachers College is the most significant event in teacher training since the establishment of the first State Normal School in the New World. Fortunately it comes at the time when Teachers College was at the height of its efficiency and prosperity. No one could have been more surprised or could have regretted it more keenly than did we. Although we have had no personal or professional relation to the college our appreciation of it is well known.

This action by Dean Russell gives an entirely new significance to his annual report of June 30, 1926. Dean Russell says in that annual report:—

"This year marks the end of an epoch in the history of Teachers College. The last class of young students has been graduated. Hereafter there will be only mature students, all of them graduates of colleges, technical schools, or normal schools with experience in teaching. In 1897-1898 the College enrollment was sixty-nine matriculated students, all young girls, most of them preparing for teaching in kindergarten and elementary schools. In 1907-1908 the offering was restricted to professional students, of whom 262 were college graduates out of a total enrollment of 896. Ten years later, in 1917-1918, the number had increased to 2,385, of whom 773 were college graduates. In 1925-1926 the attendance was 4,909, of whom 2,471 were college graduates and 1,249 graduates of normal or technical schools, with at least two years of experience in teaching.

"This change in student personnel has been accompanied by a corresponding change in the content of instruction and in methods of teaching. The only opportunity open to the young student is classroom teaching. The experienced teacher who seeks further training looks forward to a different type of service. He may still be a classroom teacher, but he takes on extra duties, such as head of department in charge of other teachers. Some become superintendents of schools, supervisors, principals and teachers of teachers in normal schools, colleges and universities. During the past few years our Bureau of Educational Service reports that the largest number of appointments of graduate students has been in colleges and universities. At the same time, the number of appointments to the lower schools, while relatively smaller, is absolutely larger than when we were giving our entire attention to teaching in the lower schools.

"The problem of professional training confronting Teachers College is peculiar. No other professional school meets a similar situation. The schools of law, medicine, and engineering deal with young students or with students who have had no professional experience. Their aim is to give their students the necessary equipment for reaching the first round of the professional ladder. The next steps, and many steps thereafter, are taken under the personal supervision of a master—in a law office, in a hospital, or in the field, where no mistake is tolerated and where every error is corrected. The normal schools for teachers deal with novices as do the schools of law, medicine, and engineering. Their aim is to equip their students for professional service in teaching, but in the teaching profession there is no provision for apprentice-training under the eye of a master. The young teacher must stand alone from his first day in service; he works behind closed doors and with children who are obliged to accept his ministrations whether they are benefited or not. Much of the obloquy directed to the teaching profession can easily be traced to the faulty practice of beginners who learn their trade by experimenting upon helpless pupils. Years afterward these same pupils render their judgment of a teacher's worth when they are called upon to vote for a revision of a teachers' salary scale. He is a rare citizen who, remembering the faults of his own teachers, can nevertheless give approval to the theory that better pay will bring better

teachers, and that better teaching is worth increasingly better support.

"The inefficient teacher presents the most serious problem in educational administration. The problems of business management of schools and school systems, the provision for buildings and equipment and the securing of financial support are sometimes perplexing, often difficult, but seldom insoluble. Inefficient teachers, however, including all beginners and many who have grown old in the office, present a problem that cannot be resolved into quantitative factors or treated as a business transaction. The dismissal of incompetents gives no assurance that their places can be any better filled. The ordinary turnover due to death and withdrawal subjects every group to the pains of assimilation of newcomers. The best in any group seek outlets for promotion, the poorest fall by the wayside, those just too good to be dismissed and too poor to find positions elsewhere stay on. This trend to mediocrity confronts every educational institution from the kindergarten to the university. It is the one problem in educational administration that is omnipresent; it is rooted in the weaknesses of human nature, and expands under the complacency of public indifference.

"The leaders in public education the country over are facing this situation with increasing courage. The rank and file of teachers appreciate their needs. The attendance on summer schools is an eloquent tribute to their desire to help themselves. But no amount of formal instruction in normal schools or teachers' colleges can offset the disadvantage under which our profession suffers by not having a period of apprentice training comparable to that which obtains in law, medicine, and engineering. As long as young teachers are left to their own devices, so long will bad habits crop up which can never be eradicated by merely being talked about. If a mistake in teaching were regarded as seriously as is an error in a legal brief or in an engineering computation, we should have teachers as careful of their prescriptions as physicians are. The fault is not with the teacher but with the system under which he works. . . . Our colleges and universities suffer as much from professional malnutrition as do our public schools. All alike tend to mediocrity, because there is at present no systematic means of preventing the accession of the unfit, or of developing the powers of those most competent. . . . The greatest obstacle, I am convinced, lies within the profession itself. It tends to become static because it accepts the dictum that what has been will be, despite the visions of reformers. But once get the vision of a school in which all the teachers are as good as the best are now—an ideal not beyond the range of realization—then reformers look like practical schoolmen.

"Teachers College is a school for reformers. Our objective lies a generation ahead. The attainment of our ideal would be relatively easy were we living in an unchanging world. The fact is, however, that educational procedure lags far behind the needs of the present, to say nothing of what the future will demand. The presence of students dissatisfied with themselves but eager for guidance is a standing challenge to our best efforts. These students of ours and their students in turn will soon be installed in the strategic positions of our profession. No professional school has ever faced a more difficult problem, and none has ever been given so great an opportunity for service.

"The trend toward mediocrity is no less a danger in Teachers College than in other educational institutions, and for exactly the same reasons. While we have been exceptionally fortunate in retaining the ablest members of our staff, and have made few mistakes in the choice of newcomers, there is always the probability that routine will wear out the springs of individual initiative and that habit will check personal progress. The greatest danger of all is that we may rest content with our present grade of accomplishment. We are just now entering upon a new epoch in our history—one that promises greater rewards than we have ever enjoyed, provided we can bring to it the professional acumen and the enthusiastic devotion that the future demands. In particular, we must devise a more systematic method of training the young instructors in the College and the young teachers in our schools. We cannot afford to let them grow up with only the casual guidance that hard-working superiors can give. The unity of the institution, now branching out into many departments, some of which are larger than the College itself was twenty-five years ago, as well as the harmonious development of our professional service, must be preserved in spite of the urge to group specialization.

"Our first task is to cast the beam out of our own eye; then we shall see more clearly how to improve the vision of our students. They are destined to become directly or indirectly leaders of teachers. We must see to it that those who specialize in administration do not make a fetish of organization and finance and construction and equipment; that principals and supervisors become something more than business managers; that experts in research and in tests and measurements regard themselves as servants in the house rather than as masters of the domain. The more efficient the training of these specialists, the nearer will be the approach to the classroom teacher. The tendency, how-

ever, of the specialist in any field is to magnify the subject, to perfect its organization, systematize its content, and extend its range. It becomes an end in itself. In a professional school there can be but one end, and that end is defined by the needs of practitioners. Specialization is justified only to the extent that it serves this end.

"In the growth of Teachers College it is inevitable that specialization should come. Our problem is to maintain specialization on the highest plane of scholarship consistent with the objectives of our students when reckoned in terms of both the near and the more distant future. The solution is not likely to be reached by too much deference to the pressure of popular fads nor by over-emphasis of departmental erudition. In the guidance both of students and instructors, there is need of abundant common sense—a sense that is akin to a far-seeing philosophy of education."

A Code of Parent-Teacher Ethics

By H. C. PRYOR

Director, College Training High School, Kansas State Teachers College, Pittsburg, Kansas

REALIZING that our highest duty is to pass on to our children the best social heritage that we can provide, we, the patrons of the American public school, do endorse and promise to practice this code of ethics in our relationships with the school.

ATTITUDE TOWARDS THE LOCAL SCHOOL SYSTEM

1. We will keep informed as to the needs of our school and will maintain a sympathetic attitude towards it.

2. We will ungrudgingly support our school to the fullest extent consistent with the financial ability of our community.

3. We will serve it, faithfully, whenever chosen to act in an official capacity.

ATTITUDE TOWARDS THE BOARD OF EDUCATION AND THE LOCAL TEACHING STAFF

4. We will endeavor to select competent members for our Board of Education.

5. Realizing the importance of each step in education, we will insist that equally well qualified teachers be employed for all grades and that no grade be neglected or discriminated against.

6. In order that the interests of the children may be most effectively promoted, we will support and co-operate with the teaching staff and the Board of Education to the fullest possible extent. If we sincerely believe them to be in the wrong, we will be frank and open in our criticism. We will be equally ready to change our opinions and to make amends for any injustice done.

7. As individuals we will expect nothing for our children or ourselves contrary to the interests of the entire school.

8. We will make no hurried criticisms, but will act only on the basis of accurate and first-hand information, and after sober judgment.

9. Realizing the harm done to children through unwise and indiscreet criticism, we will discourage any fault-finding on their part and will ourselves refrain from adverse criticism of teachers or of the school in their presence.

10. We will see that the best living conditions which the community affords are available to all teachers at a reasonable price.

11. To promote mutual understanding and to make teachers comfortable and happy, we will take them into our home and community life.

12. We will frequently avail ourselves of the opportunity to visit the school and get first-hand information regarding the equipment, the teaching and school activities of the children.

ATTITUDE TOWARDS THE HOME LIFE OF THE CHILD

13. We will accept our share of the responsibility of the home and school as partners in the rearing of children to manhood and womanhood.

14. We will co-operate with the school in developing and protecting the health and character of our children and in training them for citizenship and better parenthood.

15. We will provide wholesome recreation for our own children and will co-operate in providing equal opportunities for those who are less fortunate.

16. We will provide home conditions favorable for study.

17. We will encourage a sympathetic and constructive attitude towards the school and its activities.

ATTITUDE TOWARDS EDUCATION AND CHILD WELFARE IN GENERAL

18. We will always look upon the school as the foundation of our national life, the guardian

of the best in our social structure and the cradle of permanent reform.

19. We will study and support worthy state and national child welfare legislation.

20. We will subscribe to, or at least read, periodicals and books relating to the education and nurture of the child.

21. We will express our attitude in a practical way, through membership and active service in the Parent-Teacher Association.

Training Teachers

WHILE Dr. James E. Russell has asked to be relieved of the purely administrative duties of the Deanship of Teachers College, it is gratifying to learn that he is to devote his entire time hereafter to the purely professional task of developing greater efficiency in teaching. He has ceased to be dean of an institution in order to be a teacher of teachers. The tendency of the specialist in any field, as he said in his annual report for the last academic year, is to "magnify the subject, perfect its organization, systematize its content and extend its range." Administration or specialization, whatever it is, tends to become an end in itself. The effort of the institution for the training of teachers must therefore be to prevent those who specialize in administration from making a fetich of organization, to see to it that principals and supervisors are not mere business managers, and to put experts in research where they belong, "as servants in the house rather than as masters of the domain." The aim must be in every specialization to approach the perfect practitioner who is the ideal classroom teacher.

Even the best of training with the best of material can result only in the nearest assignable approach to the need, yet never quite meeting it. Few come within even that distance, partly because the teacher has no period of apprentice training comparable to that in the professions of law, medicine and engineering. As a rule the young teacher must stand alone from the first day of his service, working as he does behind closed doors. "In the pedagogical millennium every school and school system will accept one novice for every ten teachers in service." Under such a plan, Dean Russell sees schools in which all teachers are as good as the best are now. It is with such a vision before his own eyes that he leaves a deanship to enter the classroom.

It is not a retirement for Dr. Russell, but an advancement to a more intimate leadership in a service to which he has given his life. He has brought Teachers College into a foremost place. He now gives the highest testimony to the importance of the part which the teachers under him have had in that development, by taking his place with them in training those of whom it has been said in a Carnegie Foundation report that, if training of any sort can provide men and women who are equipped and willing to serve youth as youth should be served, their service is pre-eminent. But rising in importance even above that is the service of those who give this training. Dr. Russell, in his resignation of an administrative position in order to take on the less conspicuous duties of a teacher, has lifted his profession in this very act.—Editorial from the New York Times.

November

By Rustic Bard

The apples all are gathered,
The harvest time is past,
The birds have all gone southward,
The flowers are gone at last,
The butterflies have vanished,
The bees no longer hum,
The trees once clothed are naked,
November days have come.

The blue sky now is hidden,
Dark clouds shut out the sun,
The days are dark and dismal,
For winter has begun.

We long for Old September,
When days were bright and fair,
When in the garden flowers bloomed
And perfume filled the air.

We know that winter's coming,
The time is drawing near,
Around the grate we gather,
November days are here.
The casement windows rattle,
The snowflakes round us fly,
The lakes and ponds are frozen,
The firs and hemlocks sigh.

How Student Government Helps

By ETHEL PERCY ANDRUS
Los Angeles

WHEN a visitor comes now-a-days to Lincoln High School he sees at his right the office of the president of the Student Body and directly in front of him the office of the Board of Commissioners, and when he meets those dependable, fine young men and women he feels their charm, their strength, their sense of responsibility and service; and as he watches the passing groups he cannot but notice the magnetism of genuine friendliness that is the spirit of the invisible school.

But things were not always so happy with us here. I can remember the time when I was still very new in the job, that there came to Lincoln a rollicking youngster who never would grow up. He had a peculiar lope in the hurdles that gave him a State record, made him the idol of the school and elected him president of the Student Body. There was at the same time another lad that was his rival, equally charming but a "queener," not an athlete. I remember the night when this young man took the lead in the school opera. Just at the moment when the tenor was clasping the leading lady to his manly chest—not too tightly so that he wouldn't have sufficient air—when he was gazing soulfully at her and at the baton of the director at the same time, the president of our Student Body from his seat in the balcony shied an egg at our hero!

I remember also with dismay another one of those early timers. This one had achieved success in making the first squad on our football team. In the first football victory over a team in the major league, a gritty little fighter broke the line and his collar bone at the same moment, and the combination elected him. The honor he bore heavily—the responsibilities he never learned—but the staggering necessity of being all things to all men failed him in his studies and removed him from office. Another president I remember with an amusement that took some years for me to see. I suspected him of being implicated in painting up an opponent's doorstep—I suppose as a legitimate expression of his throbbing school spirit—and this young man has eloquently pleaded for the suffrage of his fellows on the plea that he would be for the students, by and of the students, their champion and defender against the aggressions of faculty and office!

And still I believed that worthy citizenship must come from the inside out; to be wholesome must be an expression of the students' own attitude, but to be fine, that attitude must be the result of real leadership. The integrity of its leaders will be patterned in the school that mainly determines its morale. Character, we know, is caught, not taught. Then we must have vigorous, sound leadership. But how?

We knew we had leaders with that divine ability of moulding others to their ideals. But leadership can be developed. Leadership can be trained.

The first thing to do was to sell to the Student Body the truth that the interests of teachers and students were identical; that the boys and girls of the Student Body gave a passing loyalty to their school and its ideals and traditions; that the faculty passed on to the newcomers, through their permanency, and their unselfishness and constructiveness, these same loyalties, these same ideals and traditions, and so there gradually grew up this system of leadership and training.

In the thirteenth week of each semester every teacher is given a mimeographed copy of the school register for the eleventh and twelfth grades for designating commissioners or presidential material. Ten teachers must approve before a candidate is declared to be on the faculty elegible list. In February, 1926, there were ten so elegible for the presidency, and fifty-three for commissionerships. The main requirements are: scholarship, leadership and service, good conduct, co-operation and health.

Beginning in the fourteenth week this group meets in conference with the principal and his present group of commissioners for six weeks. This is called the Civil Officers' Training Class. This class grew out of informal appeals to the candidates for kindly relations and good sportsmanship. Now there is a definite program. Each commissioner tells at length the work to be performed by that commissioner and the qualifications that are necessary for the performance of that work, a general outline of what he has accomplished and a working plan for the department's activities. He tells its pleasures, its drawbacks, its limitations and his boys' and girls' vision.

When the candidates announce their candidacy for office, they are apprenticed to the present holder of the job, and watch the assignment of the daily tasks, and acquire, by practice, ability in laying out work and skill in handling people. When the principal's turn comes, she finds very little to say. Already they have learned to forget themselves in the

joy of service of the group, already they have caught from leadership the contagious enthusiasm of an "esprit de corps," already they have learned, on hearing criticism, to forget resentment and disbelief, and in their place to get the other's viewpoint, make the adjustment and short-circuit anything that resembles a post-mortem into a rededication.

Here are stressed our requirements of leadership: First, faith—faith in one's self that he can lead, and faith in others; willingness to do better; humility—the humility of real leadership that has developed a social consciousness; charity—a charity of viewpoint that carries with it willingness to put one's self in the other fellow's place and consider his actions merely as an expression of himself, and if need be through loving kindliness, make over that self; and cheerfulness—fun and friendliness, and the jolly idea of "everybody together and everybody at his best."

Then on election comes not only the responsibility of office, but the daily period of conference with the principal, a period that is regularly signed for by the principal. Here are discussed matters of general interest, improvement and betterment. To this, as a commission of the whole—not as a court—comes every case of Student Body discipline where the offender tells the why, rather than the what or the how, and is remanded to a smaller commission of president of Student Body, president of Student Government and principal, where the culprit finds what he, too, is developing—social-mindedness. To this he pledges his new avowal of faith and he rarely returns.

Last year 114 cases were handled by the Board. There were nine repeats—four double repeats.

On study of these cases we learned that the big majority of offenders were ninth and tenth graders, sometimes through not having caught Lincoln spirit, but mostly through ignorance of regulations. We felt that we could probably spend the same amount of time with a better result by a weekly meeting in small groups with every ninth and tenth grade student in our school. Here we have miniature assemblies, officers, duties, programs and talks by the principal and commissioners on the qualities of a good Lincolnite and the traditions of the school, and a challenge to service.

To help carry on the executive work of the Board, we have a monthly meeting of presidents of organizations called "The Round Table." Here the idea of school service is stressed in the activities of even the smaller groups.

This program adds ten hours to the principal's schedule, but the students do not come to court as they used to do; the school is an intimate, pleasant, helpful place in which to develop youngsters' interests and powers; the faculty and student body are mutually helpful and kindly; boy and girl officers are never asked to do something beyond their powers and vision; are not asked to help, but really do the job; and their spirit of consecration is mirrored by their fellows, and we all are bigger and finer for their service and love.

The Teacher's Rewards

TEACHING is a profession that exacts much more than a routine. It levies tribute on heart and brain and body. A real teacher's work is not over when the bell rings and classes break up for the day. A mechanic can throw down his tools when the whistle blows, go home and forget them until tomorrow. But a teacher, a moulder of youth, cannot do that and remain a teacher.

The rewards of the teaching vocation are certainly not financial. The average teacher and college professor is poorly, inadequately paid. Salaries for teachers are better than they were. They should be better still, but at their best they are but a small part of the teacher's compensation. The association with youth, the opportunity to watch the growing mind and inspire that mind to worthy ideals, the bringing out of obscurity into light of personalities latent or dwarfed for one reason or another, is great gain, is satisfying and lasting.

Recently the life of a great teacher has been published, the biography of Dean Briggs, formerly of Harvard and also president of Radcliffe. And in one place in the story of this superb teacher's career appears this fine paragraph:—

"Dean Briggs walked through Church street and Brattle in his modest New England city, the full evening sun in his face, a great weariness upon him, but in his heart the satisfaction of having that day quickened a lazy youth to responsibility, helped another to see the honesty and joy of thinking as straight as possible, and convinced another of the importance of fair play. Perhaps the world might some day mean something if only there were in it enough individuals who meant something."

Let the school teacher, whether grade or high, the college professor and even the modest but necessary tutor, read this and ponder it well. The rewards of the teacher are as substantial as the Rock of Gibraltar and eternal in the values that matter most.—The Sun, Long Beach, California.

Personal and Professional

MRS. HELEN L. WELLINGTON, for the past eighteen years a member of the school board of Massachusetts, has introduced a study in Mothercraft into the Belmont schools under the superintendency of Frank A. Scott.

The course has been placed in the curriculum of the Junior High School with the cordial co-operation of William E. Nickerson, principal. Credit toward graduation in the Belmont schools is given as elsewhere to the girls who complete this study arranged in a course of twelve lessons with the school nurse as teacher.

At the last graduation the class was addressed by Mrs. May Dickinson Kimball, of Boston, the founder of Mothercraft, who said: "While Mothercraft is a definite and precise course of study for school girls, the underlying motive is to fill the soul of school and college girls with a conviction of the beauty and sanctity of the home. Through Mothercraft the child of the next generation will be assured of mother love guided by trained intelligence and scientifically right principles."

MARIE GUGLE, assistant superintendent of Columbus, Ohio, with the co-operation of Madge Perril and committee of principals and teachers of the city system, has prepared two courses of study in reading for Grades 1, 2, and 3, and one for Grades 4, 5 and 6. This represents careful conference study of ten principals and four teachers.

GUY V. WHALEY, superintendent of Pomona, California, recognized as one of the leading superintendents of the state, resigns to accept a two-year scholarship in Stanford University. He has been superintendent of Pomona for seven years and his leadership has meant much to the city civically as well as educationally.

I. FREEMAN HALL, North Adams, Mass., will have on the market early in 1927 a book of surpassing interest: "In School from Three to Eighty." There is no one who could write of Massachusetts school life from 1850 to 1926 from experience in the schoolroom as intelligently as can Mr. Hall, and he has taken time to present facts, memories and impressions with literary finish as well as with loyalty to truth. He was a graduate of the Bridgewater State Normal School at an interesting time. He was a graduate of Phillips Andover Academy in its palmy days, and also of Dartmouth College in the days when it was making teachers who were to be famous. He was a principal in Quincy all through the glorious days of Colonel Francis W. Parker. He was superintendent in Dedham, one of the civically saintly towns of New England, and after experience as superintendent in other towns, closed his professional career as superintendent of North Adams, Mass., where he now lives. He is several years younger physically and mentally than he is chronologically, and his book will be the most valuable contribution that has been written or that will be written biographically of Massachusetts school life or of Massachusetts school men of the last sixty-five years. Send an advance order to Mr. Hall at North Adams, Mass. Price $2.

DR. JACQUES W. REDWAY, Mt. Vernon, N.Y., has a wealth of highly important information at command more vitally than has any one else whom we know. We have known him intimately for more years than is courteous to say and while for many of these years he was professionally busy he has always had abundance of leisure to learn the most significant things of both yesterday and today, and has always kept them ready for use on any tomorrow when they would be valuable. We can think of no other American who could have written his article in our issue of October 25. His facts are never to be questioned, and his style is always attractive. He wrote upon the most vital problem of today, and his illuminating illustrations ranged over a century, in England and France, and all sections of the United States, historically and geographically, legally and politically, civically and religiously, biographically and classicaliy. Any one who failed to read that article will have impoverished himself in a score of vital matters.

MARGARET C. HOLMES, supervisor of kindergarten extension courses in first grade, New York City,, has as clear a vision and as illuminating a presentation of her vision as has any one on an educational platform whom we know. She is thoroughly sane and intensely inspiring.

HELEN PURCELL, state director of elementary and kindergarten education of Pennsylvania, has certainly earned this distinction. She has been doing famously successful work as head of the training department in the State Teachers College, East Stroudsburg, Pennsylvania. We have recently called attention to remarkable achievements in that institution under the leadership of Dr. T. T. Allen, and he would be the first to insist that much of that achievement is due to the attractive and highly professional work of Miss Purcell. This promotion is due in no small degree as a recognition of her wholesome and brilliant work at East Stroudsburg. Miss Purcell's first notable success was in Wisconsin, first in the Plattsburg State Normal School and later in state service.

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

What the Shadows Taught Simon

SIMON wanted to be happy. He had a longing for sunlit places where birds sang and flowers blossomed and soft winds came to him sweet with the perfume of peaceful things. And yet, as Simon climbed the long hill a shadow followed him, for overhead between him and the great sun floated in the sweet purity of heaven a black and ominous looking cloud. If Simon paused by a wild rose the cloud swept over him and the sombre shadow darkened the clear crimson of the petals. If Simon stood on a rocky ledge and wished to feel the warm sunlight on his hands and face the cloud swept noiselessly between him and the sun.

To one who wished to be happy, the shadow was a dreadful thing, and Simon scowled as he stopped to rest beside a rock.

"Alas! for the old days," cried Simon, "when the heavens were crystal clear and filled with the soft blueness of afternoon."

And as Simon spoke a gentle voice came to him, a tender voice more like the sighing of a new wind among old boughs of pine trees or the murmur of a tired bee before a sunflower's listening ears, and the voice said: "There is another sky, Simon, and another cloud."

And Simon wondered at the words and while he wondered the voice spoke again. "Within your soul is hatred for a brother. It lies like a cloud upon your spirit and reaching forth like a great expanding shadow becomes the cloud that dims the sunlight of the world without." Simon recalled the brother that he hated and he frowned, and the shadows thickened on the hillside where he sat. And now the voice spoke again. "Simon," it said, "there is a law that works within the soul, bringing sorrow and disaster on him who hates his brother."

"Can it be then," said Simon to himself, "that in hating my brother I bring darkness upon myself? Can it be that in hating him I dim the colors of the roses that I love, I lose the light upon the distant hills, I shut out the stars that shine for me so constantly, that I bring upon my very soul the damp and mildew that follow ever where darkness leads the way?"

And as Simon spoke, the wild roses seemed to beg for sunshine and the very earth to cry out for peace.

And thus Simon came to a great knowledge that is hidden from the many on this earth, and he smiled and drove hatred from his soul.

"Because he is my brother," he said, "I shall not hate him. I shall cover his misdeed with the greatness of my love, and then perchance the cloud within my soul will vanish and with it the cloud that hangs above my days."

Robbing the Wayside of Beauty

YESTERDAY morning as I walked down to the station I came upon a glorious burst of purple wild asters blooming beside the road. There was rich gold in the centre of each purple flower and there were happy bees rummaging about in sweet little honey pots hidden beneath the gold. Last evening when I walked back home over the same road the purple asters were gone. I felt sorry, for the road had been robbed of its glory. When, a little further on, I found the spray of wild asters wilted and ruined and cast aside, I felt more sorrowful still, for I knew then that a human being had gone that way ahead of me whose hands had destroyed beauty. It has always seemed a dreadful thing to destroy beauty, for beauty comes from God. To lay violent hands upon it and turn it into ugliness seems almost like laying hands on God.

As we travel on over the highway of life we see things all about us, struggling to bring forth beauty, that is, struggling to express the spirit of life within them in the loveliest possible terms of dust. If it be a bird on a swinging limb we see the delicate curve of a folded wing, the glory of a bright feather, the liquid silver of an untaught song. If it be a plant we see the slender grace of a stem, the expanding beauty of a leaf, the burst of radiance in the crowning flower. If it be a butterfly, we see the outspread wings patterned, we may be sure, on a spiritual model of exquisite design, the rise and fall of the frail body above the clover tops, the floating flower-like grace of a divine thought clothed in the glories of the dust.

If it be a little girl we see the radiant eyes looking out upon the mystery of life, expressing the very image of the motherhood of God. If

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it be a sturdy boy growing into the strong oak of manhood, we see the beauty of the Father in hands that shall harden in the Father's service. Before us, clothed in the dust, stands the symbol of the fatherhood of God.

Now, what a dreadful thing to go about needlessly destroying beauty, killing the bird, and picking the flower, crushing the butterfly and placing the poisons of evil example before the innocent girl or boy.

Steer a Straight Course!

THE Master said to His servant: "Prepare my boat, for this day you and I shall start on a long voyage over new seas and beside new lands carrying to a port beyond a precious cargo of choicest merchandise."

"The boat is ready," answered the servant.

"Then unfurl the sail and steer a straight course into the west," said the Master.

"But the skies are dark over the west," said the servant.

"It matters not," answered the Master. "Beyond the darkness there is a greater beauty in the sunlit skies. Shall darkness hinder us—we who have suns revolving in our souls? Steer a straight course!"

"The storm bursts upon us!" cried the servant.

"It matters not," answered the Master. "The boat is staunch. The sail is new. The rudder answers to your touch. Shall the storm deter us,—we of the mighty purpose who bear lightning in our souls? Steer a straight course!"

"The seas threaten to fall upon our deck!" cried the servant.

"It matters not," answered the Master, "our will is greater than the seas. Shall a billow frighten us,—we of the undying flame? Shall we not trust to the soundness of our souls? Only the weak falter and are drowned. Steer a straight course!"

"The seas are deep and full of unseen foes," cried the servant.

"It matters not," answered the Master. "Our courage knows no depth and heeds no foe. Shall we tremble,—we who have steel within our souls? Steer a straight course!"

"The water is white upon the shoals ahead," cried the servant.

"It matters not," answered the Master. "Have you not the tiller in your hand? Shall the shoals dismay us,—we of the inner eye whose sight can cleave the depths and scale the very walls of heaven? Steer a straight course!"

"The rocks are close under the side," cried the servant.

"It matters not," answered the Master. "The chart is true and we are safe here in the deep. Only those are ground upon the cruel fangs who leave the charted way. Steer a straight course!"

"There is gold in yonder cove," cried the servant. "I see it shining on the cliff."

"Fools' gold! The lure of the tempter," answered the Master. "To land means death. Shall a dull metal trap us,—we who have ledges of pure gold within our souls? Steer a straight course!"

"The wind fails," cried the servant.

"It matters not," answered the Master. "Here we can hide in peace until it spring up again. Shall the calm hold us back forever,—we who have leagues of unruffled patience in our souls. Keep the prow pointed towards the goal."

"A gleaming island rises through the mist," cried the servant.

"It matters much," answered the Master. "Within it lies the harbor of our intent. There we shall leave the precious dreams wrought into wood and stone and human hearts. There, is the peace all men seek and the joy all men desire. Furl up the sail! Cast out the anchor! You have steered a straight course and won the goal."

Between the Covers of a Book

THE covers of a mighty book and between the covers bending over beautiful unwritten pages, the head of a boy and the hands of a boy writing all day long on the snowy surface, and the head of the boy changing to the head of a man and the hands of a boy changing to those of a man, but still writing in strong, bold letters on the spotless pages. And over the shoulder of the boy and the man, a great light pouring as of a nearby sun, and in the beam of the light, like motes, the faces of angels peeping down and reading the writing of the hands. And here and there on the clean page a blot as of tears, and here and there a sentence crossed out and overlined but readable just the same. And the pages are turned, the written one going into the shadow of the great light and a new untouched one falling into place. The head of the man growing gray, and the hands of the man trembling, but the writing going on and on, clear and unshaken to the very end, and finally the day coming when the head is no longer in the great light and the shadow of the hand is gone from the page. Then an angel carefully turning over the cover and writing across it in characters that all may read:—

The autobiography of Samuel So and So, written in his own deeds and dedicated to the great Master with love and confidence.

The Unconquered Army

TWO kings once met on a great mountain. The first king, by looking west, could see below him the hamlets of his people stretching off to the distant line of sky. The second king, by looking east, could see the smoke rising over the thousand towns that looked to him for guidance.

"I have the greatest army in the world," said he. "It is drilled daily by mighty generals. Its swords are as sharp as steel knives; its bayonets gleam in the sun; its rifles spit a blazing death upon those who disobey my will; its ranks crawl like green snakes along the valleys and across the hills and at sight of it the people tremble and hasten in their work. My army is my boast. It is my greatest pride. It is my source of strength. It gives my subjects peace, and it makes me the most dreaded monarch of the world."

"True, true," said the first king. "Well do I know the power of your great army, and yet I fear it not. I have an army of my own; a mighty force before whose strength your warriors will crumble like so much dust."

"It cannot be," said the second king. "Where do you keep this army hid? My spies have told me there is no army in your realm."

"Blind spies they are," said the first king with a smile, "for while they spied, the army was at their heels, it was shouting in the fields and singing in the houses that they passed. Blind spies, indeed, who did not see the one army in the world upon whose banners victory ever shines, and before whose powers tyrants like yourself crumble into dust."

And the two kings parted, one with a smile and the other with anger glittering in his eye.

"Search out his army," cried the second king to his spies. "Give me a true report or you shall lose your heads."

The months passed, and at last the spies returned.

"We find no army in all his land," they said. "We have searched in the valleys and on the hills; we have gone into the deep mines; we have searched the homes; we have trodden all the fields, and we found no army anywhere. The king lied when he boasted of an army that does not live."

"He did not lie," cried the ruler. "He had about him the straight-forward look of a truthful man. Miserable spies you are, whose heads shall fall at the next coming of the sun. I myself shall go into his realm, for I fear this army of this king more than all other armies in the world."

A year and a day went by, and the king returned. He was a different man. All his old pride was gone and he sat mournfully on his throne and gazed out over his smoking towns.

"Write what I say," he ordered, and his scribe wrote:—

"Not by soldiers does the nation thrive but by little children. Be it ordered, therefore, that from this day forth no child shall labor in the black mill nor toil in the night, nor be the slave of any man. Instead there shall be no child hungry, nor ill-clothed, nor denied the right to learn. So shall we found our future empire on the hearts of children instead of on the swords of men."

What Reduces Your Repeaters in Foreign Language?

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James M. Glass, Supervisor, Pennsylvania Junior High Schools:

"I am very favorably impressed with the compactness and directness of Bugbee's Exploratory Course. I believe it is readily adapted to teachers both with and without experience in General Language. The report referring to such a course is Monograph 25, entitled 'Curriculum Practices in the Junior High School.'"

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EDUCATION IN ACTION

"Big Business" Hits Oxford

Oxford University is witnessing the introduction of an enterprise which would do credit to the most up-to-date American business school. It is an offer to insure students against any calamity in their college careers, from being injured in soccer to breaking clubs upon the golf course. Included in the list are: payment of doctors' bills arising from any accident at sport; insurance of personal effects against fire, burglary or theft while in college rooms or lodgings; repair for broken golf clubs; fire, burglary or theft of golf clubs; and indemnity for third party claims. The only contingency of Oxford life against which it is not possible to take out insurance is being "plucked" in examinations.

California "Tech" To Have Air School

Plans for the establishment of the Daniel Guggenheim Graduate School of Aeronautics at the California Institute of Technology have been announced by Frederic W. Hinrichs, dean of the institute. One of the first steps will be the erection of a $200,000 building to house the school. Several months ago it was announced that the sum of $300,000 had been allocated to the Institute by the Guggenheim Fund for the Promotion of Aeronautics. A definite fifth-year course in aeronautics will also be started, the dean declared.

Vaccination Law Held Constitutional

The New Hampshire Supreme Court recently handed down an opinion upholding the constitutionality of the statute requiring the vaccination of school children. The judges' decision resulted from a test case brought by George J. Barber of Rochester against the school board of that city to determine the validity of the state law. The opinion held that the board was within its rights in demanding from Mr. Barber a new certificate of exemption from vaccination in the case of his children. The test case had attracted state-wide attention because of the importance of the decision and its bearing upon the attitude of educational officials.

"Star Spangled Banner" Stops Riot of Cadets

When the Texas Agricultural and Mechanical College band started to play "The Star Spangled Banner," cadet students of the schools were brought to attention, thus ending a clash of Aggie and Baylor University students between periods of a football game at Waco, Tex. Practically all the Aggie students are members of the Reserve Officers Training Corps.

Argentine Schools Use Ours as Model

Public schools in the Argentine Republic are modeled after those in the United States. The present system was inaugurated there by a number of teachers from the United States, taken there by Domingo Sarmiento, who is commonly called the Horace Mann of South America.

School for Parents Conducted by Police

Heralding a new development in police work, Chief of Police L. V. Jenkins of Portland, Ore., is conducting a series of classes for parents of school children, during which time "Relations of the Police Department to the Home," and kindred subjects, are discussed. Police officials are convinced that good results will come out of the meetings and that intimate discussion of the subject will tend to discourage delinquency among boys and girls.

Voluntary Chapel Called a Success

According to the Yale Alumni Weekly, Yale University's experiment of voluntary chapel is proving "more successful than was anticipated by the dubious minded last year." One or two things have helped toward the initial success of the venture. "The chaplain of the day no longer speaks from the pulpit in Battell, far removed from his audience," it says. "He meets them on more companionable ground by standing in front of the choir seats. The daily music is of the highest order and the organ program is announced in advance."

Replaces Father As College Dean

Resignation of Dr. James E. Russell as dean of the Teachers College at Columbia, and the appointment of his son, Dr. William F. Russell, to succeed him, were announced by President Nicholas Murray Butler. Dean Russell will retire at the close of the present academic year. On the nomination by President Butler, the trustees elected Dr. William F. Russell, now professor of education and associate director of the International Institute at Teachers College, as dean from July 1, 1927. Dean Russell is sixty-two years old. His son is thirty-six.

Poor Grades Bar to Social Life

Women at William and Mary College who have made less than a grade of eighty on their studies may not have social privileges under a ruling by the college authorities. It is reported that the same ruling may be extended to apply to the men.

French Schools Enroll Many American Students

More than 5,000 American students registered this year in the French universities, art and technical schools. Last year's enrollment, roughly 4,000, was itself an advance of 1,000 over 1924. The American University Union in Paris was swamped with demands for university literature and appeals for help in finding rooms and engaging tutors.

Engine Now Using Silencer Made for Gun

An industrial use for the Maxim Silencer, originally conceived for use on firearms, has been developed and it is now coming into use in the railroad world. The development of the oil burning locomotives furnishes the new field for the silencer and already eight railroad systems have adopted silencers as a requirement in locomotive construction and in so doing eliminate much of the noise always associated with locomotives. Economists have calculated that the elimination of noise in industry would save the country's manufacturing enterprises many hundreds of millions of dollars a year in greater efficiency of workers. The appearance of the Maxim silencer in industry comes at a time when officials of various American cities have been investigating means of overcoming unnecessary noise at terminals located, as they usually are, in the midst of crowded office buildings, or, in some instances, residential communities.

Communities Employ Dental Hygienists

Dental hygienists, women who have taken a year's course of instruction and practice in dentistry, are employed by schools in fifty communities in New York State. The duties of the dental hygienist are principally educational. She instructs children in the care of their teeth, examines their mouths for dental or other defects, reports to parents work that is needed and follows up cases to see that proper attention is given. It is stated that the equipment required for the work may be obtained for $300; the state of New York pays half the salary.

Smith Girls Declare Recess on Smoking

The student council of Smith College announced that smoking in the college dormitories will be suspended until after the Christmas holidays. This action was taken by the students on their own initiative in recognition of the fire risk involved. Meantime, a plan will be worked out for the future, which will deal with the matter in a way to lessen the fire risk and at the same time provide a suitable place to smoke. The plan is to be announced before Christmas and will go into effect immediately after.

Many Atheists In Czecho Schools

According to statistics just made public, seven per cent of the pupils and students of Czecho-Slovakia's schools, colleges and universities are atheists, or without confession. Among the university students the percentage is highest, namely 18 per cent. In the industrial schools the figure is 13; in the commercial schools 12, and in the elementary or graded schools 7. In the kindergartens, where the religion of each child is given by the parents, the percentage is 10.

Holland to Change School Laws

A bill has been introduced in the Holland legislature making possible the re-introduction of the study of foreign languages in the fifth and sixth grades of the elementary schools. Formerly French was taught in most elementary schools. The government considers that the elimination of foreign languages unfavorably affected the higher studies.

Students Deposit $3,150 in One Day

Students at the English High School, Lynn, Mass., recently set a new record for daily deposits in the school bank when the receipts totaled $3,150.50. The previous record for deposits in a single day was $1,458. School authorities are particularly proud of the record, both because they believe it to be unequaled in school circles, and also because of the fact that it was a 100 per cent. banking day at the school, every student entering a deposit. It was the seventh time in the thirteen years' existence of the school bank that the entire student body had been enrolled as depositors.

5,000 Monocles Greet Sir Austen

Sir Austen Chamberlain's custom of wearing a monocle has received the endorsement of 5,000 Glasgow University students. All appeared with monocles when Sir Austen was installed as lord rector of the university.

High School Students Write Local History

Preparation of a history of their county, Williamson, location of places of historic interest, and permanently marking them were made a two-years' project by history students in Taylor, Tex., high school. In carrying out the project specific assignments were given students, worth-while work was done, and the completed history is to be published. In addition to an authentic history of the county, a calendar of historic happenings was worked out, and a map was made showing places mentioned. Local legends were written up, and many interesting incidents of the past unearthed and put into permanent form. Bronze markers were purchased, suitably inscribed, and set up to designate historic places.

To Aid Student After Graduation

The educational service of the Boston University College of Business Administration to its students will be carried to them as alumni after graduation by a definite program of college and alumni relations, Dean Everett W. Lord has announced. Appointment of a faculty committee, the members of which are also graduates of the college, is the first step in the new plan. The new faculty committee on alumni relations will begin the publication from time to time of bulletins bringing the latest knowledge, methods and developments in various fields to the alumni. The bulletin will provide a definite educational service to graduates wherever they are situated or in whatever business they are engaged.

Pupils Conduct Own Classes

Students at Keene, N. H., Normal School were given the rare experience of conducting their own classes recently while all teachers were absent from the school attending the state teachers' convention. The girls even conducted their own chapel exercises, Miss Geraldine Hanson assuming the role of director.

Cow Wins Election Over Ten Co-Eds

Nominated on a ticket with ten popular Ohio State University girls, Ohio Maudine Ormsby, throughbred Holstein cow, was elected "Home-Coming Queen" for the recent Ohio State-Michigan football game. Maudine's vote far exceeded the total cast for the other candidates.

Announce Second Oratory Contest

The second international oratorical contest to be held next summer under the auspices of a group of American newspapers co-operating with foreign publications will award to grand prize winners seven free trips to Europe. Randolph Leigh, director of the contest, has announced that Argentina and Hawaii have been added to the participants which again will include England, Canada, Mexico, France and the United States.

A NEW PALMER METHOD HANDWRITING MANUAL FOR THIRD AND FOURTH GRADES

This is another self-teaching text-book, and an IMPORTANT LINK IN THE PALMER METHOD SERIES. The instructional part of this new book alternates between teachers and pupils, with such simplified language in the paragraphs to pupils as will fit the understanding of those in third and fourth grades.

The simplified drills lead directly to movement application in making letters and writing words and sentences.

The diagrams of main and connective slant; the three elements and their applications to capitals, are seme of the new outstanding practical features.

Measuring the Process and Product

The last seven pages of this new text-book of Palmer Method Handwriting for third and fourth grade teachers and pupils deal specifically with the scientific plan of measuring the precess and product of muscular movement development and its application to writing. There are photo-engraved specimens (3 each) from third and fourth grade pupils for purposes of comparison. This is an entirely new feature in a text-book on practical handwriting and is making a strong appeal to teachers.

Retail price 15 cents with a special discount to schools.

A FREE SAMPLE COPY will be sent postpaid to any superintendent, principal or teacher who will write to our nearest office for it.

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TREND OF THE TIMES

Billion Dollars in New Foreign Loans

That $1,000,000,000 of United States gold will have been loaned during the year 1926 to European governments and industrial concerns and that already $10,000,000,000 has been so loaned since the World War, is the statement of leading bankers of this country. The money this year has come in increasing amounts from the mid-West and even from the Pacific coast. These great loans indicate the extent to which New York has supplanted London as the world's monetary centre. They have been very profitable to United States bankers. France, it is expected, will be in the market for large loans to help stabilize the franc, once the French debt settlement agreement is ratified there.

Skyscraper Called City's Worst Foe

"The worst enemy of the American city today is the skyscraper," declared Henry H. Curran, counsel to the City Club of New York, in an address before the annual convention of the National Municipal League in St. Louis. He classed the skyscraper as a "plague" that may "well range alongside our ancient scourges of cholera, yellow fever, tuberculosis and the slums. New York is the most acute case," he said. "In New York it is the collective skyscraper at the city's workaday hub that breeds more subways, less money for other needs and more motor vehicles in the skyscraper's service to kill more children in the children's only playground, the roadways between 'the Sidewalks of New York.' "

Reports Europe's Population Gain

Statistics compiled by the League of Nations economic intelligence reveal that while world population and trade have increased five per cent. over 1913, the population of Europe has increased only one per cent. in the fourteen years. That of North America has increased more than twenty per cent. and the South American growth of population slightly exceeds this.

Change in Character Of Future Population

In four generations the United States will be dominated by the descendants of the present foreign-born residents. This estimate was made by the Carnegie Institution at Washington. Native whites now constitute 76.73 per cent. of the total population. But after the lapse of four generations this will have shrunk to 39.37 per cent., owing to birth control and other factors, according to the Institution. If present birth records are maintained the descendants of the foreign-born population will then be 51.76 per cent. of the whole population.

Makes It a Crime To Oppose Fascism

Measures recently adopted by the Italian Cabinet Council have created a new crime which hitherto existed neither in the Italian civil nor penal code. The new crime is called anti-Fascism. Opposition in deed or by word to the present regime in Italy is an offence punishable by law. This is a five-year emergency measure and with Mussolini taking over a seventh portfolio, that of Minister of Internal Affairs, the law will be applied with energy and thoroughness. Within a few days the Chamber of Deputies approved a law whereby attempts against the life of Mussolini or any member of the royal family will be punishable by death.

Installment Buying Harshly Criticised

Criticising business interests for seeking profit by "mortgaging the poor man's future labor" George F. Johnson, president of one of the largest shoe manufacturing corporations in the country, employing 17,000 workmen, made the claim that installment buying will put the working man in slavery. "Freedom from debt, except for a modest home modestly furnished, is the greatest blessing, next to good health, that the poor may enjoy. Debt is a form of slavery. It takes from them independence of action, and taxes them severely in the way of higher prices and living costs," Mr. Johnson said.

Currencies Go On Gold Basis

Belgium has placed its currency unit on a gold basis with a value of .209211 grams of gold for each belga, as the unit is named. The belga is equal to five paper francs and an American dollar represents about 36 belgas. This stabilization was made purposely for foreign trade. Within a few days Luxembourg followed the Belgian move by stabilizing its currency at the same rates. Secretary Mellon declared that the stabilization of the Belgian currency was one of the most important international developments of recent years, and would affect favorably, not only the economic and business situation of Belgium, but the trade conditions of Europe. Italy is expected to come under the gold standard in the near future. Should the Italian stabilization plans bear fruit, France would find itself in a position of isolation as the only country of unstable and inflated currency.

Great Pan-American Flight Starts Soon

The United States Army 18,500-mile Pan-American flight will start from San Antonio, Texas., on December 15. The five Leoning amphibian planes to be used will head toward Panama and the Pacific, later crossing the southern continent from Chile to Argentine and returning up the Atlantic coast. "The purpose of this flight," according to Secretary of War Davis, "is to strengthen the amicable relations already existing among the American republics, to demonstrate the feasibility of aerial transportation and communication between these widely separated nations, and finally to subject the amphibian airplanes to a severe service test over both land and water." The flight itinerary includes stops at all of the Central and South American countries except Nicaragua and Ecuador, whose governments are not recognized by the United States. Arica, seat of the bitter Tacna-Arica sovereignty dispute between Chile and Peru, has been dropped from the itinerary. Ten specially picked Army aviators have been named for the flight.

Bankers Urge Free Trade

A plea for removal of tariff barriers and other restrictions on international trade has been voiced by leading bankers and industrialists of Europe and by six American bankers, headed by J. P. Morgan. "There can be no recovery in Europe," the manifesto declared, "until politicians of all lands understand clearly that trade is not war, but a process of exchange and that in peace time our neighbors are our customers whose welfare is a pre-condition to our welfare." It points out how tariff barriers, special licenses and embargoes have succeeded since the war in intruding upon international trade and impeding its natural course. This policy, it said, has already proven disadvantageous to all concerned.

The BOOK TABLE

THE LEARN TO STUDY READERS. Book Five—Grade Six. By Ernest Horn, State University of Iowa, Mabel Snedaker, State University of Iowa, and Bess Goodykoontz, University of Pittsburgh. Cloth. 415 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Dr. Ernest Horn of State University of Iowa is making an heroic successful effort to create something wholly new in school readers. There are four important classes of abilities needed in study with books: First, ability to locate information. Second, accurately comprehending what is read. Third, organizing data according to the purposes for which one is reading at the time. Fourth, remembering what has been read.

There is no intention or attempt to have "The Learn to Study Readers" crowd out literary readers. Book Five stresses and perfects especially those abilities involved in evaluating, organizing, and remembering what is read. The selections should stimulate accurate thinking. The watchword is "Work" rather than "Recreation." The emphasis is on comprehension, soundness of judgment, and skill in remembering.

FRENCH LITERATURE DURING THE LAST HALF-CENTURY. By J. W. Cunliffe, professor of English and director of the School of Journalism, and Pierre de Bacourt, assistant professor of French, Columbia University. Cloth. vi+407 pages. Price, $2.50.

ENGLISH LITERATURE DURING THE LAST HALF-CENTURY. By J. W. Cunliffe. Cloth. 357 pages. Price, $2.50.

New York: The Macmillan Company.

It is only the unusual college professor of English who dares to venture a definite opinion of any writer so recent that he may be called a writer of the last half-century. It is a still more venturesome professor who hazards critical estimates of writers in two distinct literatures, even when in the one case it is the literature of his native tongue, and in the other he has the collaboration of a scholar who is a native of the country concerned. Dr. Cunliffe has made the venture with the able assistance of Professor de Bacourt in the case of one of the books in these two handbooks of French and English literature during the last half-century. He has had the advantage also of the collaboration of two other recognized scholars for chapters on English writers, Professor Jefferson B. Fletcher of Columbia contributing a chapter on Samuel Butler and Leland Hall the chapter on Joseph Conrad. The "English Literature" appears now in a second, revised edition, new material having been added in many places, but especially to the chapter on Sir James M. Barrie. In addition to the writers already mentioned, the English authors discussed include George Meredith, Thomas Hardy, Robert Louis Stevenson, George Gissing, G. Bernard Shaw, Rudyard Kipling, H. G. Wells, John Galsworthy, and Arnold Bennett, with chapters also on the Irish Movement, the new poets, and the new novelists (Masefield, Brooke, Gibson, de la Mare, Walpole, Cannan, Lawrence, Mackenzie, etc.). An introductory sketch sets the stage for the appearance of these figures.

The plan of the "French Literature" is similar to that of the earlier volume. There is an introductory chapter on the background of French intellectual life since the war of 1876, and then follow discussions of Zola, Maupassant, Daudet, Loti, France, Bourget, Barres, Rolland, Brieux, Rostand, Maeterlinck, the symbolist movement, contemporary poetry, contemporary drama, and the new novel. Among the writers treated in addition to those already mentioned are Verlaine, Mallarmé, Régnier, de Curel, Donnay, Lemaitre, Bernstein, Bataille, Guitry, Frapié, Adam, Boylesve, Gide, Barbusse, Proust, and the group of women novelists of whom "Gyp" is the "doyenne."

Both the volumes are conspicuous for their value as books of reference as well as of discussion. Each has an excellent index, and unusual attention has been given to the preparation of bibliographies. There are detailed bibliographies of works, articles, collected editions, biography and criticism of each of the writers prominently discussed, as well as general bibliographical material.

One would welcome similar treatments of Spanish, Italian, and German literature; possibly Dr. Cunliffe can find in each as able collaborators as he evidently has in his "French Literature During the Last Half-Century."

EVERYDAY ENGLISH. By Caroline L. Laird, Oklahoma State College for Women; Hollis D. Walker, Dallas, Texas; Anna M. Lock, Indianapolis. Cloth. 505 pages. Chicago, New York: Row, Peterson and Company.

These authors have no conceit that they or any one else has a short cut to learning how to write good English any day or every day. They state their faith plainly.

"No labor-saving device for work in English will ever replace the method used by Lincoln in learning to write as few men have ever learned. For Lincoln's best writing can stand beside the best that has ever been done in its kind. We have his own testimony that he took the pains to study grammar. He wrote compositions on such subjects as presented themselves, irrespective of his own personal interest in them. He revised and rewrote these compositions until he was satisfied that they were the best he could do in the way of correct, clear, and forceful expression. The books he read were classics, that some of our students find dull, and from this reading he acquired a vocabulary that enabled him to give grace and beauty to his speech. And this is, after all, the only way to learn to write: To learn the principles of writing and then to write, revise and rewrite; to read books that are written in clear and good English, that will provide wealth and beauty of vocabulary and models of excellent writing."

Their book is in two parts: First, The Principles of Composition; second, The Practice of Composition.

AN INTRODUCTION TO BIOLOGY. By Alfred C. Kinsey, Indiana University. Cloth. 558 pages and 450 Illustrations. Philadelphia and Chicago: J. B. Lippincott Company.

This is one of the most fascinating books we have seen in many a month. While it deals directly with the subject in hand and never strays from it there is scarcely a sentence that is not attractive to any reader old or young. The hundreds of illustrations would make the book interestingly informing, and the revelations about life are as appealing as a series of miracles.

Technical terms are avoided wherever possible. He has told stories in places, just as he has told stories to the boys and girls of classrooms, camps and trails. He has applied biologic principles to the incidents of every-day life.

He presents a unified and synthetic biology in which the emphasis might be placed upon phenomena common to both plants and animals. "A course that considers plants and animals in succession is botany followed by or combined with zoology, and not a unit biology. It has not always proved possible to emphasize plants as much as animals, chiefly because we our-

selves are not plant but animal organisms, and because the phenomena of instinctive and intelligent behaviors are as peculiar to the animal kingdom as photosynthesis is to the world of green plants." He emphasizes the resemblances rather than the differences in plant and animal structures and processes. General principles illustrated by specific instances have been presented instead of types incidentally linked with general principles.

"While believing it a mistake to test the importance of knowledge by its known, dollars-and-cents application, and consequently to confine an introductory study of any science to its economic and civic aspects, he has not avoided practical applications wherever they are known.

"The inclusion of certain phases of ecology, and of an extended treatment of distributional biology and behavior, is perhaps a new departure in elementary texts. The organization of the material on metabolism, on epidemics, and on simple, instinctive, and intelligent behaviors, and the formulation of the scientific method, are even more distinctive features. Throughout the book the illustrative instances are often drawn from personal observations. *Perhaps one-half of the material has never before appeared in any High School text.*"

The half-tone figures and the drawings in this text represent the work of about two hundred and fifty artists and photographers. It would be difficult to estimate the time and effort involved in securing picture records of such a diversity of phenomena, representing so many American life zones, and even something of the continents of the world.

An especial attempt has been made to secure scientific precision. As far as possible, original sources rather than the standard textbooks have been depended upon for data.

We say in closing this brief and wholly inadequate notice that this Introduction to Biology is one of the most important scientific texts for high school use that we have seen.

STUDY GUIDE FOR PROBLEMS IN AMERICAN HISTORY. A Pupil's Manual Based on Beard and Bagley's History of the American People. By Lena A. Ely and Edith King, teachers, Central Junior High School, Los Angeles, and Martin J. Stormzand, University of Southern California, Los Angeles. 149 New Montgomery street, San Francisco, California: Harr Wagner Publishing Company.

Harr Wagner, who abounds in personality plus, has succeeded in capturing authors who put personality into their style, and this book bids for all the personality these three authors possess.

WHERE THE SOD SHANTY STOOD. By Virgil D. Boyles and O. W. Coursey, Litt.D. Cloth. Mitchell, South Dakota: Educator Supply Company.

This is an interesting story of pioneer life in South Dakota, a state full of near tragedy and romance, both of which are skilfully and artistically woven into this story, which is admirably written. It will meet a warm welcome in the homes from whose experiences the present life of South Dakota has been created.

CURRENT REVIEWS. Edited by Lewis Worthington Smith of Drake University. New York: Henry Holt and Company.

This is something new which will appeal to those who crave something very new. Everything is up to date. There are twenty-one Reviews of Biography and History, twenty-five on Fiction, twelve on Poetry, Drama and Criticism, and twelve on Social Discussion.

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Indicative Mood

Teacher (explaining the tenses)—"If I said: 'My father had a car,' that would be the past tense. Now, Betty, if you said: 'My father has a car,' what would that be?"

Betty—"Pretense."

Why Willie Flunked

Teacher—"Willie, can you tell me where the crocuses go in the winter time?"

Willie—"Yes'm, they go South with the rest of the birds."

Business Vernacular

Mary—"Jack calls Cynthia his peach and the apple of his eye. Why can't you call me pretty things like that?"

George—"How can I? He is in the fruit business, and I'm in the fish trade."—Progressive Grocer.

Absolutely

A school teacher said to a little boy: "Joe, suppose your mother made a cherry pie, and there were nine of you at table—your mother and father and seven children—how much of the pie would you get?"

"An eighth, ma'am," said little Joe.

"No, no, Joe. Pay attention. There are nine of you. Nine, remember. Don't you know your fractions?"

"Yes, ma'am," said Joe. "I know my fractions, but I know my mother, too. She'd say she didn't want no pie."

Clever

Teacher—"Use the word 'feature' in a sentence."

Johnny—"My, what big feature brother has!"—United States Navy Log.

And Having Folks Know

Richard—"The older we grow the less we appreciate the things that delighted us in childhood."

Millicent—"Yes, especially birthdays."

Willing to Join

"Willie," said a woman missionary, "I wish you'd join our Sunday School. You'd find lots of your little friends there."

Willie thought a minute, chewing his gum and frowning.

"Does a red-headed gazabo with a pug nose, name of Shorty Mulligan, belong?" he said.

"Yes, he does," said the woman missionary.

"Then," said Willie, "I'll be round next Sunday. I bin lookin' fer that guy over a month." — Pittsburgh Chronicle-Telegraph.

The Voice of Experience

Maisie—"A certain young man sent me some flowers this morning."

Maud—"Don't say 'a certain young man,' my dear. There is none of them certain until you've got them."—London Tit-Bits.

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We have none of your books here, and of course I want them. I shall buy group sets as I can afford to do so."

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Meetings To Be Held

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson, Mississippi. N. W. Walker, University of North Carolina, Chapel Hill, N. C.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Association for the Advancement of Science, Philadelphia, Pa.

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

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28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

28-30: American Psychological Association, Philadelphia, Pa. Harvey Carr, University of Chicago Chicago, Ill.

28-30: Illinois State Teachers Association, Springfield. Mrs. E. A. Armbruster, Peoria.

27-January 1, 1927: American Association for Advancement of Science, Philadelphia, Pa. Michael I. Pupin, Columbia University, New York.

27-30: Linguistic Society of America, Harvard University, Cambridge, Mass. (Professor R. G. Kent, secretary, University of Pennsylvania, Philadelphia, Pa.)

28-29: American Students Health Association, New York City, Warren E. Forsyth, University of Michigan, Ann Arbor, Mich.

28-31: Botanical Society of America, Philadelphia, Pa. L. H. Bailey, Ithaca, N. Y.

29-30: National Association of Biblical Instructors in American Colleges and Secondary Schools, New York, N. Y. Ralph K. Hickok, Wells College, Aurora, N. Y.

29-31: Association of American Geographers, Philadelphia, Pa. J. P. Goode, University of Chicago, Chicago, Ill.

29-31: National Association of Teachers of Speech, Chicago, Ill. E. M. Mabie, University of Iowa, Iowa City, Iowa.

29-31: The annual meeting of the Florida Education Association, Tallahassee, R. M. Sealey, president.

29-31: Modern Language Association of America, Harvard University, Cambridge, Mass. (Professor Carleton Brown, Bryn Mawr, Pa.)

December 31-January 1: American Association of University Professors, University of Pennsylvania, Philadelphia, Pa. (Professor H. W. Tyler, secretary, Massachusetts Institute of Technology, Cambridge, Mass.)

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A., Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST

7-12: World Federation of Education Associations, Toronto, Canada.

Summer, 1927: National Congress of Parent-Teachers Association, Oakland, California.

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